# STUDENTS AS POSTSECONDARY POLICY PARTNERS



# STUDENT VOICE SPECTRUM



#### DO YOU AGREE?

Students in my community are taken seriously as problem-solving partners.



# DEFINING STUDENT VOICE



#### **WORKING DEFINITION**

STUDENT VOICE =

Supporting students to influence their own education within and beyond the classroom.



# WHAT DOES STUDENT VOICE LOOK LIKE?



#### WHO WE ARE

Approximately 70 members

Statewide

Ages 14-19

Self-selected

Skew high-achieving





#### WHAT WE DO

Elevate informed student voice

Support students as partners to improve Kentucky schools





#### RESEARCH AND OUTREACH

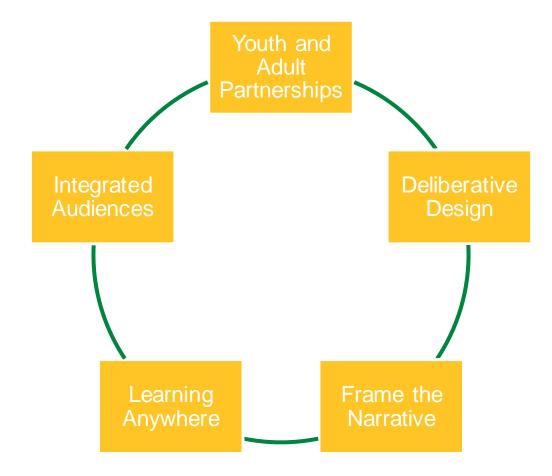


#### **VOICES FROM THE FRONT**





#### **OUR MODEL**





#### YOUTH AND ADULT PARTNERSHIPS







#### DELIBERATIVE DESIGN PROCESS





#### LEARNING ANYWHERE, ANYTIME





#### OWNING THE NARRATIVE







Residence Brennen, a recent Paul Dunbar graduate and freshman at North Carolina-Chapel Hill, introduced speakers at a rally in favor of a clean House Bill 236 at the

#### Students rally for role in superintendent searches

#### 'THE WHOLE COUNTRY IS WATCHING US'

FRANKFORT - Andrew PKANCOURT - Amore the Rentucky Senate on the Rentucky Senate on Monday as he stood among a few hundred students and publican state senators filed

See a photo gallery at Kentucky.com

a few hundred students and supporters in Frankfort who turned out to voice support for pating high school students on superintendent screening committees.

The country is watching us, Brennen said. "Dopt: embarrass us. Stand with students and pass House Bill 238."

Brennen, student director of the Prichard Commit-



pictures dur ing the rally at the Capitol. House Bill 236 originally allowed high school students to serve on screening that help districts hire superinten-dents. It was amended in the Senate



#### TARGETING INTEGRATED AUDIENCES







## THE POSTSECONDARY PROJECT



#### WHAT WE DID

Year-long investigation

Report and Op-Ed Package

**Boots-on-the-Ground Dissemination** 



#### YEAR-LONG INVESTIGATION

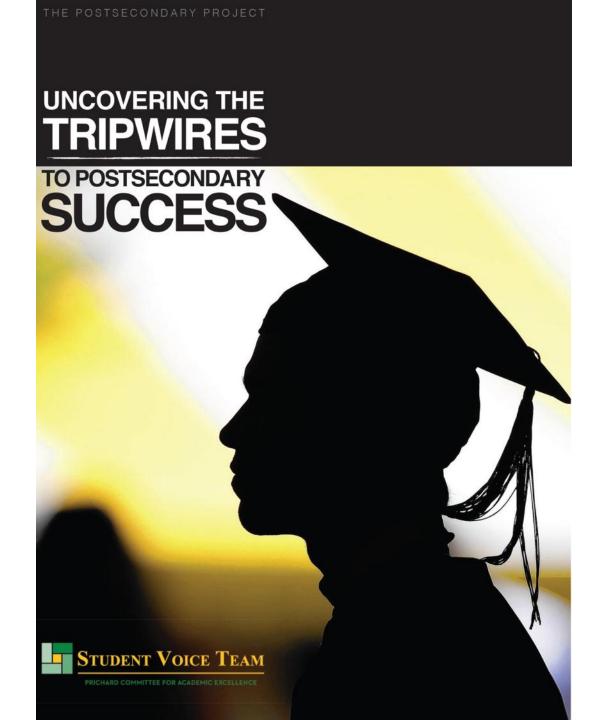




#### **DEDICATED TEAM**









#### **COURIER-JOURNAL OP-ED PACKAGE**

THE COURIER-JOURNAL III FORUM

#### Affordability and the college dropout crisis



exclusively centrered around increased affordability and accessibility. We opened a grout deal of time and money trying to affordability and accessibility. We opened a grout deal of time and money trying to a series of the ser

up against. Robbie told us a story of how he had a

asmin of oblians he spent for that first has the first and the spent for that first has the first and pressure around postsecondary education can begin has been exceeded as where the spent of the spen

#### THE PROBLEM WITH THE 'GIFTED' LABEL

phring für college in a weekly zero hurg-seninac, other shedoen, who may need it mere than I are soit. But heing labeleid as "gickel oppermission in Bat heing labeleid as "gickel oppermission. In a study at the University of Kent-tucky, random students were labeleid as advanced. Those students per formed at a distanced. Those students per formed at a because of their label. This discrepancy can be attributed to what researchers can be attributed to what researchers can be sufficiently in the control of the con-trol of the sufficiently perspective, in which people become what others expect them.

ore omers, much later, and the late bloomers are dione a great disservice. As Sara, a high school sophomore, told us: "I wasn't identified as gifted when I was in third grade, and I feel like it really stunt-ed my growth. The label prevented me from tapping into a better [learning] ambroname."

From before third grade, children are



SHOULTO THE COURSE HOUR Ashton Bishop, Nicole Fielder and Eliza Jane Schaeffer pose for a photo while visiting Washingtor D.C., in support of House Bill 236.

more reflective of the children's parents science. I see non-GT students who work

retarding their intellectual growth.

I have taken full advantage of the opportunities granted to me by my label, but I cannot do so with a clear con-

tirelessly to do their best, I see GT stu-dents who carelessly disregard or disre-spect the incredible opportunities avail-able to them, and I see struggling non-GT students who need the best treachers' attentions, not the worst. Would getting rid of the Gifted and Taleated track create a little extra work! Perhaps. But educating the next genera-tion should not be about convenience.





ICYMI: PRESERVING HISTORIC PLACES AIDS ECONOMY COURIER FOURNAL COMPONION



What middle school students think about college, careers

f, like me, you're a student at Green County Middle School in Greensburg, Ken-tucky, you cannot avoid go hearing the phrase "coilege and career ready," a fact that sometimes prompts an auto-matic eye roll.

But a round-table discussion I



demic spectrum
for the Student
Voice Team sugBishop gests that the talk
of college at our
age feels premature. When I
asked them to tell me what the

right age is to begin preparing for life after high school, there

was a strong consensus that middle school is too early. 13-year-old Kobie said, "I think it's too early because it rusbes you from being a kid to being an adult and worrying about things and it stresses me out." And Abigail, also 13, agreed. "I think it's too early agreed. I think it's too early because we're supposed to be free and not werry about that stuff," she said. "I think we're all just kids and we don't neces-sarily think it's all that impor-tant when we're in middle school to think about college and capeer."

to postsocondary transitions, there seems to be a huge dis-connect between middle school expectations and reality. Re-search shows that 93% of mid-

See BISHOP, Page 4H

The Prichard Committee Student Voice Team is transition an independent nonprofit group that mobilizes

citizens to improve Kentucky schools. During the past year, the group conducted an investigation into how its peers are preparing for life after high school.

Consisting of more than 60 self-selected middle and high school students and college undergraduates, the Prichard Committee Student Voice lesce, as independent susperoff that middlizes citizens to improve Kentucky schools. The Student Voice Team strives to integrate students as full partners in that work.

#### WHAT WE DID

Over the last year, we conducted an investigation into whether and Over the last year, we conducted an investigation into whether and how our pers are preparing for life after high school. In addition to pour-ing over the latest research and data, we interviewed academics, policy-makers, parents, teachers, administrators, and most soliably, students, from across the state, all to get a better handle on the challenges inherent in the postsecondary transition experience.

#### WHY WE DID IT

As students on the forefront of postsecondary transitions ourselves, we felt an especially acute sense of urgency to understand why so many of our peers were failtering on the way to or so soon after high school graduation. We were concerned about the dire but little-discussed statistics about how many young people start but do not finish a college or

tics about how many young people start but do not finish a college or a succiate's depre program.

The following commonlaries are: The meant to complement our eport.

The following commonlaries are: The meant to complement our start to the success and the success and stockes of the real students to use thempt to marry data with the voices and stockes of the real students to whom they refer. By infusing the statistics about college transition chal-lenges with voices from Kentacky youth, we aim to illuminate the re-search and make it more accessible. And at the very least, we hope we can stituable an one' honest conversation among policymakers and the public about what it takes to ensure a smooth journey for all of our peers after high school.

atter nign scnool.

For more information and to view the Project report, visit
www.prichardcommittee.org.

The Student Voice Team's Postsecondary Project was underwritten by
a generous grant from the State Farm Youth Advisory Board.

that can hinder postsecondary

high school diploma is no longer the same commodity it was half a century age states are making alightly more than \$30,000 a year while those with a bachelor's degree earn twice as much. Over the specific proports sucrifice nearly lege-dropouts sucrifice nearly



high school diploma is 17.5 per-cent, whereas a young adult whose highest level of education is a buchelor's degree is only 7 percent. Furthermore, in Ken-tacky, over 60 percent of new control of the control of the con-new jobs in growing industries with high wages will require some postsecondary education by the year 2002.

It is strikingly clear that for a post-ground control of the con-trol of the control of the con-trol of the control of the con-trol of the con-trol

prerequisite.
Fortunately, the Common-wealth's college-going landscape school graduation rate now stands at 86.1 percent, and ac-cording to the Kentucky Depart-ment of Education, 62.5 percent of Kentucky's 2014 high school

See FITCH, Page 4H



#### Guidance counselors often need help, too



average caseload for a Kentucky Susie Smith

ratio, counselors have to conten with myriad tasks. On top of the

or adentify the most factuative scholarship opportunities. But the students who cannot afford this bill are put at a major disadvantage, especially if their families cannot navigate the complicated and ever-changing ad-missions process. "There are kids out there whose family doesn't out there whose family doesn't know how to push them further or guide them," said Paul Laurence Dumber head guidance counselor Deanna Smith. "If there's not anyone at home who knows how to push and guide them, then there has to be someone at school who can do that."

when he was the second of the comment of the commen The fact of the matter is that

have relied on 10 testing as a way to identify gifted youth. However, this

#### Poor students need more assistance from policymakers



connect to academia:
contect to academia
achievement and succoeding after high school
since the statistics related to students with my
background paint a stack picture. According to the Appealachian Regional
Commission, a distinct minority—only

who succeed in graduating high school and aspire to continue their education, great obstacles remain. Since 1998, tuition at public colleges and universi-ties in Kentucky has more than tripled, ition costs are the 13th highest in the

plete a buchelor's degree, the federal Fedi Grant, the Kentscky Educational Fedi Grant, the Kentscky Educational Fedi Grant, the Kentscky Educational Fedi Grant Fedi Fedi Grant Fedi Grant Fedi Grant Fedi Grant Fedi Grant Fedi Fedi Grant Fedi Grant Fedi Grant Fedi Grant Fedi Grant Fedi Fedi Fedi Grant Fedi Fedi

income Kentucky families don't know emough about what is available to them. "Two-thirds of students who qualify for the College Access Program do not receive it," she told the Student Voice Team.

the state runs out of money earlier and

university of Kentucky director of the Center for Poverty Research, Dr.

dent Visice Team: "This is a real prob-lem because a lot of these kish could affered to go to lodge; they just dark affered to go to lodge; they just dark And then, there's another scary tratts. Even for time low-income esti-ations with the configuration of the con-tent of the configuration of the con-lete of the content of the con-lete of the content of the con-tent of the content of the con-lete of the con-tent of t

cultural burriers to success after high

Spalding said that in Kentucky, pub-lic financial rid is first-come, first-served, and that those families that are

Surely when it comes to ensuring

#### DON'T LET MINORITY FORTUNES FOUNDER



African American in my gifted classes. Fast forward to high school, and I am one of the two African Americans at my awstern Kentacky school for advanced muth and science minority counterparts were left behind is it because my minority friends aren't intelligent? Or are they simply not recognized? The achievement gap has been

The achievement gap has been plaguing our country for decades and comes into especially stark retief when looking at the racial imbalance in gifted education. According to the National Educational Longitudinal Study, gifted all students living and learning in a democratic society who stand to benefit

from multiple perspectives and ideas.



Students pose with Kentucky Secretary of State Alison Lundergon Grimer

lower than their non-minority peers on standardized tests. The issue may also have social roots. High-achieving black students are often rejected by their minority peers. All too often, we hear that we are "actthe classroom. If this is one of the most quire the involvement of parents or els of expectation and lift the educa-

combination.

As one of only a handful of minority

#### The high price of Kentucky's remedial education



Moudency what thousands of Kendy and the Company of the Company of

For many high school students, learning about the need for remedial education is a rude awakening. "More-head State says that I have to pay for and second for least to do not be allowed to start taking classes," Hay-lee, an incredulous senior told us. "It isn't fair that I have to pay more for

Secondary Partnerships at Bluegrass Community and Technical College, told me that among her students who strug-

2018, postsecondary education will be necessary for 29% of jobs and 48% of new jobs in Kentucky. And MIT economist David Autor estimates that not going to college will cost a person about \$800,000 in lifetime earnings. Facts like these are surely motivat-

for a degree despite the daunting costs it, often at the additional expense of not being able to work at a paying job-on being anne to wors at a paying you—on top of crushing tuttion costs—may be just not much. Might the price of reme-diation help explain why the University of Kentocky is the only public college in the state with over 50% of students able to graduate within 6 years? Fortunately, some places in Ken-

pured to continue on a path to college all but eliminating the need for remed that students can graduate with an

#### **GETTING OUT THERE**





#### WHAT WE FOUND



#### **TRIPWIRES**

- 1. Birthright Lottery
- 2. Veiled College Costs
- 3. College Un-readiness



### WHY STUDENTS AS POSTSECONDARY POLICY PARTNERS?

- Amazing Messengers
- The Bridge
- Most Skin in the Game



## Q&A

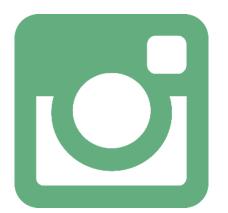




#### @PCStuVoiceTeam









prichardcommittee.org/studentvoiceteam studentvoiceteam@prichardcommittee.org